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ABSTRACT

This publication is intended to aid school-level educational administrators in working with citizen advisory committees. After a brief discussion of the rationale for advisory committees, it focuses in turn on 1) functions of advisory committees, 2) ways to determine philosophical positions of agreement and disagreement among advisory committee participants, 3) ways to get people involved in advisory committees, 4) suggestions for developing a decision making model for advisory committees, 5) analyses of process skills needed to help advisory committees function effectively, 6) procedures for communicating advisory committee decisions, and 7) analyses of constraints on the effectiveness of advisory committees. The appendix presents an exercise that simulates the role of the citizen advisory committee in school budget formation. (JG)

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# OPERATIONS NOTEBOOK 16

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# WORKING WITH ADVISORY COMMITTEES ...

# PROMISING PRACTICES

EA 010 033

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS, APRIL 1977

# WORKING WITH ADVISORY COMMITTEES

## PROMISING PRACTICES

1977

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SA

OPERATIONS NOTEBOOK #16

ADVISORY COMMITTEES:

The Association of California School Administrators

Position Statement . . .

ACSA believes in the value of all school related groups; assisting in the formulation of goals, objectives, and processes for determining a local school's programs. We believe guidelines for such groups should be established by the local boards of education and that these guidelines should maintain the advisory nature of that input; reserving the policy function for the Board of Education and the implementation function to the administrative personnel.

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## PREFACE

If we as school administrators are to do many of the things that we have seen lead to successful advisory councils--really listening to their recommendations, giving them questions of real importance--we are, in fact, increasing their influence in the school. We need to consider one very important consideration prior to this. That is--to provide members of the council information that leads to a basic understanding of the school. Council members can't make valuable recommendations until they have basic understanding.

A functional way to provide this information is to make it a part of the on-going school public relations activities. Members of the advisory council can learn about such things as: legal constraints, the school budget, etc. as you provide the information to all other members of the community. If you approach the information task from this standpoint, there is a better chance new or replacement members on your council will arrive with at least some basic understandings.

Principals and superintendents should work with the district's public relations professional in determining what information advisory councils need. Together you should determine whether this information is available through your normal public relations activities. (If there is no public relations officer in the district, the same functions apply for whomever is in charge of public information.) If information above and beyond what is normally available is necessary, work with the public relations officer to develop it. (You might wish to scan some of ACSA's publications on school PR--see Appendix B.)

Consider asking the district public relations officer to develop a briefing packet for advisory council members on the budget, instructional activities, legal constraints, alternatives to present instructional programs, etc. The public relations person should work on keeping the advisory council members up-to-date by providing consistent information through newsletters, work with the media, and other activities.

Providing information before people became enmeshed in the emotional discussions of the advisory council may help to head off some problems.

## PURPOSE OF THIS PUBLICATION

The purpose of this publication is straight-forward; it is for those administrators at the site level who work with advisory councils.

The document focuses on several major issues. Specifically, the issues covered are:

- Functions of Advisory Committees
- Ways to determine philosophic positions of agreement and disagreement among Advisory Council participants
- Ways to get people involved
- Suggestions for advisory committee action models
- Analyses of process skills
- Procedures for communicating
- Analyses of the constraints when working with Advisory Councils must deal

These issues are real; they have been mentioned repeatedly at ACSA-sponsored workshops where numerous administrators have strived to learn new skills, attitudes, and knowledge for working effectively with advisory committees.

This publication mentions ever so briefly the rationale for advisory committees; little discussion is offered on the debatable topic of whether advisory committees make a significant difference in terms of student outcomes. In this publication the question of whether or not advisory committees should or should not exist is treated as an irrelevant question. Advisory committees are here; they are mandated by nearly every piece of categorical funding, nearly every school these days has at least one advisory committee (some schools as many as five or six committees!)

Little would be gained by trying through another publication to convince educators advisory committees can make a positive difference. Hopefully this publication will make a difference by helping the concerned (and sometimes anxious) administrator answer the question, "I've got 'em, what do I do with 'em?"

## RATIONALE FOR ADVISORY COMMITTEES

Why? Administrators in California schools really need very little rationale to convince them advisory councils are good and justified. The fact is they are the law of the land. This being the case, administrators are obligated, personally and professionally, to learn new skills, attitudes and knowledge which will help them work effectively with the adivsory bodies. I say new learnings because advisory committees--as conceived by today's legislation--have important functions. Administrators can help themselves by being secure enough in their own thinking to recognize, "I need some help, and I'm going to continue my own education to get the help I need."

Irrespective of the laws, there are numerous positive claims made about the importance of advisory committees. In California, for example, Vasconcellos[1] has been a strong advocate of greater parent participation in the educational process through advisory

committees. Gary Hart[2], another California legislator, through AB 3408 called for advisory input into the competency-based graduation requirements. Even Wilson Riles, State Superintendent of Public Instruction, through his forward-looking Early Childhood Education programs, made parent advisory committees an integral part of the total plan. Earlier guidelines and requirements from the Office of Economic Opportunity, the United State Office of Education, e.g., ESEA Title I and Title VII, more or less set the stage for the proliferation of advisory groups. Indeed, advisory committees are here.

Several California groups and agencies have developed materials and guidelines both for the purpose of supporting, philosophically, advisory councils and offering suggestions for setting up functional groups. Robbins[3] in the San Diego County Office of Education has put together an excellent resource document giving first-step suggestions to site administrators. Another publication, prepared by the Los Angeles Unified School District[4], on the use and abuse of advisory committees is one of the best sources available in terms of establishing operational relationships, between the Board of Education, the site administrator, and the relationship of one advisory committee with another. Moreover, the publication delineates clearly the areas where the advisory committee does and does not have advisory power.

Even at the national level there are agencies promoting advisory committees. For example, Don Davies[5], Institute for Responsive Education, has edited an excellent publication titled, "Where Parents Make a Difference." The claims made in this book for the involvement of parents in school business are hard to refute--if one wanted to refute them.

Administrators in California, generally, support advisory committees. Recently Andrus[6], an ACSA member in Region 3, completed a special research project in which he questioned a large, random-sample of administrators in the state and found an overwhelming support for parent involvement--when advisory committees fulfilled their advisory charge and kept clear of the decision-making responsibilities reserved for the principal. There were two issues, however, where California administrators felt parents should not tread: (1) determining how the local school budget should be allocated and, (2) evaluating personnel in the schools.

California administrators were consistent in what they thought advisory committees should and should not do through their association stance on the RISE recommendations. While supporting, in general, the so-called RISE legislation, ACSA members were disenchanted with the decision-making powers of parent groups advocated in the legislation. An advisory position for advisory councils might have been supported.

If there are so many claims for, and so many helps in getting advisory committees established, why is there so much discussion on the topic and so many concerns expressed? John Gardner once made a very profound statement about education which seems to be applicable when considering advisory committees. Gardner said,"Education suffers from the double dilemma of unloving critics and the uncritical lovers." Those who speak as proponents for advisory committees often fail to recognize some of the organizational, territorality, interpersonal problems that appear to be inherent in the advisory council structural design. On the other hand, critics (in some cases the most powerful critics are administrators) sometimes, apparently, don't have the conviction and willingness to work hard enough to overcome those obstacles and constraints which keep the advisory committee from functioning effectively and efficiently.

In a somewhat overly-simplified assessment, advisory committees seem to be very, very good or very, very bad. The difference between the good and the bad, as anyone associated with schools might suspect, is the building principal. This is the person who provides the leadership.

And this is the person to whom this operations manual is directed. This is the person who frequently exclaims, "I've got 'em, what do I do with 'em?"

## MAJOR CONSIDERATIONS

"I've got 'em, what now?" An oft asked question. This was the predominant question asked by some 600 administrators in a series of seven ACSA-sponsored workshops during 1976-77 throughout the State of California. The fact that enrollments in each of the seven workshops had to be closed because so many people wanted to be included lends evidence to the position that administrators have concerns and, further, want to do a better job at their new challenge.

Paraphrased, the items below are the over-riding concerns expressed by practicing administrators.

- What are the functions in which the advisory council should have involvement?
- How can I determine where the members of our advisory group seem to be together, philosophically, and where they are apart?
- How do I get and keep people involved?
- What suggestions are available for a decision-making model used by the advisory council and what is the role of the principal in the model?
- What process skills do I need to have to help the advisory council function more effectively and efficiently?
- What procedures are effective for communicating results of decisions made by the advisory council?
- What constraints work against the effectiveness of the council and what, as principal, can I do about them?

Obviously, these questions and concerns are quite complex; for complex issues there are no formula-like solutions. Complex concerns require complex solutions. This publication makes no claim to offering the final word on any of the above-noted questions. What is reported here is the result of empirical studies and the current state of the art as it is known. Building upon the results here, new data will be gained and more powerful solutions projected.

### What Are The Functions In Which The Advisory Council Should Have Involvement?

One of the first questions, if not the very first question, that must be answered is, who determines what? Broken down another way this amounts to answering three sub-questions:

(1) What are the issues reserved for the Board of Education and/or the Superintendent?
(2) What are the issues in which the advisory committee is expected to give input (advice), issues that are ultimately decided by someone else, e.g., principal, superintendent, board of education?
(3) What are the issues in which the advisory committee is expected to make the final decision?

Advisory councils that operate most effectively have worked hard to gain answers to these questions. Those that seem to get in trouble are those which fail to understand the difference between the advisory function and the decision-making function. Too often advisory committees believe they are decision makers; and when someone over-rides their advice, they believe they have either been manipulated or that they

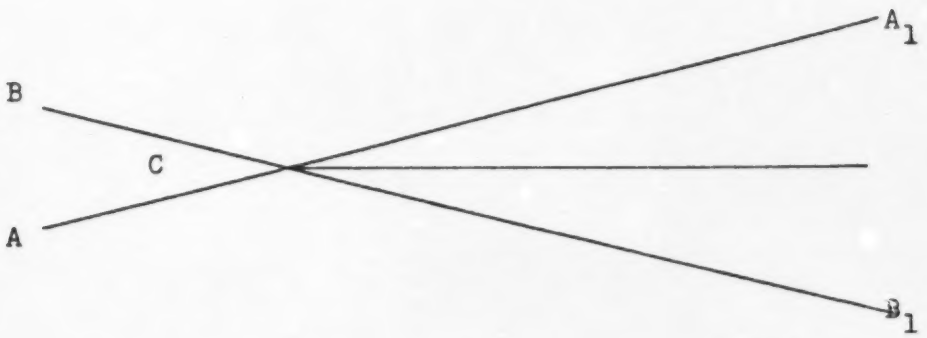
were expected to be a rubber stamp. Very few people appreciate being manipulated; they don't like to perceive they acted as a rubber stamp. This perception is not likely to generate a high level of trust in any organizational arrangement.

Two corrective actions--to prevent this misunderstanding and misrepresentation--help. First, working with the Board of Education, define (as closely as possible) answers to the three questions. Second, before any issue is addressed by the council, raise the issue of advice or decision-making--and then reiterate repeatedly (so there can be as little question about their role as possible) that role.

Nels Price[7], San Mateo County Office of Education, in a new publication titled School Community Councils and Advisory Boards: A Monograph for Administrators, offers some valuable suggestions for accomplishing this corrective action. In addition, Cox[8], in his document Functions and Responsibilities of Community Advisory Councils, provides samples of responsibilities assumed by a number of school councils throughout the United States. Incidentally, care should be taken--when role responsibilities are determined--to make certain the roles are consistent with the guidelines for categorical funding programs as applicable.

How Can I Determine Where The Members Of Our Advisory Group Seem To Be Together (In Agreement), Philosophically, And Where They Are Apart?

Advisory councils often attract members diverse in their personal values and, consequently, in their opinions about the school philosophy. Effective councils are cognizant of the philosophic principles on which they agree and disagree--and they put their energies into implementing action where they agree. The chart below illustrates this phenomenon.




In any organization (or personal life-style for that matter), there are two psychological strands, represented here by lines A and B. Line A represents what is really happening in the organization; line B represents what, ideally, should be happening. Line C represents philosophic issues reflected by the people who are a part of the organization. When the theoretical real and ideal strands intersect, there is no motivation for change; people really do what they think ought to be happening ideally. On the other hand, when there are many diverse philosophic principles held by the persons in the organization, the gap between the real and ideal may be very great, i.e.,

$A_1$ and $B_1$. In one's personal life style, recognition that the gap is so great it is overwhelming may result in suicide. In schools, this gap is characterized by: trust is low, the climate is bad, little positive action is possible.

The leader's job, then, is to help the diverse group reach some agreement on high-priority, high-consistency, principles for operational purposes. Indeed, the principal needs to help people find principles where they agree.

One way to accomplish this is to have members of the advisory group participate in the Budget Simulation Exercise (see Appendix A). From this exercise, participants can gain a number of insightful and useful understandings:

- People can be very parochial in their concerns if they aren't aware of or concerned about parochialism.
- Nearly all issues are complex; many factors are involved when decisions are reached.
- Distinctions must be made between advisory and decision-making responsibilities.
- Process skills for decision-making are imperative.
- The need for philosophic agreement on basic principles is required.
- Time must be invested in listening and hearing the position of others--as well as sending messages.

Once these conclusions have been reached, most advisory councils are ready to proceed to exercises which help them find where they are in agreement. For help on this, administrators should review the ACSA publication titled "Needs Assessment Alternatives." The instruments in this document have been field-tested in one or more educational communities and have been found to be effective. Each of the instruments in one way or another is designed to determine "What is" as well as "What should be."

Stated another way, the instruments determine what is real and what should be ideally--similar to the chart introduced earlier. By prioritizing what ideally should exist, advisory councils can come up with six to nine philosophic principles to serve as the foundation for their work.

Administrators should be cautious about what pre-determined instruments can and cannot accomplish. All instruments have built-in biases; the administrator should be aware of these. A way to determine areas of agreement without turning to quasi-standardized instruments is to ask four rather simple, open-ended questions, e.g.:

- What do we as a school do well?
- What do we as school do well, but which need further refinement? (This is often an excellent place to begin advisory council efforts.)
- What do we as a school do that we really shouldn't do?
- What do we not do that we ought to?

When this kind of analysis is completed, caution should be taken to guard against "doing more" without carefully considering what should be eliminated. Too often schools tend to equate "new" and/or "more" with "better." I suspect there are many who would agree we could do fewer things with greater quality rather than more things with superficial success.

Whatever approach is taken, find areas of agreement and make every effort to keep these issues in front of the group.

How Do I Get And Keep People Involved?

This problem has plagued many administrators, particularly those who have worked with low income people through advisory groups such as Title I and Title VII (ESEA). Apparently at least five factors have influence on getting and keeping people involved; namely:

- An attitude something important is being done,
- An attitude services and/or advice offered will be thoroughly considered when the ultimate decision is reached,
- An attitude services offered are appreciated,
- An understanding of the process skills used for decision-making, and
- An understanding of low income people and their perception of the schools.

Few people will continue to offer their services if what they are doing isn't important, or if it isn't perceived as being important. Generally, advisory council members perceive what they are doing is important if they identify issues, recommend action, see the problem resolved, and gain closure. Historically, one major complaint of advisory council members is often found. Many claim they have made recommendations for action, but for one reason or another their suggestions seemed to fade off to oblivion. Without closure, without progress, interest diminishes. The administrator has an important obligation to help advisory council members know what has happened with their advice.

As with volunteers who serve as teacher aides in the classroom complain, what they do seldom gets positive reinforcement from those with whom they work. The same complaint holds for advisory council members. They often believe they invest considerable time and energy in an important responsibility without much feedback or support. Administrators need to consider techniques and strategies to help advisory council members know their assistance is appreciated. A variety of techniques have been used for this purpose. For example, in some schools advisory council members have had their pictures included in the school annual. In other cases, committee members have been mentioned frequently in the local newspaper, along with the important work they are doing. In another local effort, a school has held a special dinner for those involved. These are merely examples; the rule of positive reinforcement is as important for advisory councils as it is for students.

Studies to date have shown that council members become disenchanted when they believe they meet for the sake of meeting, when they meet and talk-and-talk without ever coming to decisions on issues under consideration. When this attitude prevails, a high rate of absenteeism usually follows. Unfortunately, few advisory members, when they join a committee, are aware of certain decision-making processes they must know and use if they are to identify problems and potential solutions. Administrators in schools where there are advisory councils need to help participants learn process skills--to know what different processes are available as well as the advantages and disadvantages of those processes. ("Processes" will be addressed in greater detail in a subsequent section in this paper.)

Because so many advisory committees are made up of low-income people from the community, special attention needs to be given to those issues that are of concern to them. A special study conducted by the Office of Economic Opportunity (never published) pointed out three factors often overlooked; factors that are highly critical when working with low-income people. First, few low-income people had a happy experience in school the first time through the system. As a result, they often aren't especially excited about returning. In one large urban system in Northern California, there are 125 families in the school who qualify for participation on the advisory council, but the principal has difficulty getting more than six of them

to attend meetings regularly. Rather than expect those parents to come to school, efforts will need to be made to go to the homes or other community centers where the parents can get involved.

A second constraining factor is the language problem. That is, many low-income people often feel they do not have command of the language the way some articulate educators do. These people sometimes feel intimidated when educators use jargon somewhat difficult (impossible?) to interpret unless one is part of the education fraternity. The problem is especially acute when people on the advisory council are non-English speaking. Care, obviously, must be taken to encourage participation by those involved and to avoid issues which are confused by language barriers.

Finally, low-income people generally have a life-style different from most middle-class administrators. They have a life-style calling for immediate gratification; they need to know how action will help them immediately. They seldom have the luxury of working on a long range goal. Frequently they would rather punch out (physically) an answer as opposed to taking the tact many middle-class folks take, i.e., getting a committee together to study a problem.

Clearly, each of the above problems can be overcome; but the administrator needs to be attuned to the potential negating factors and take appropriate action as suggested.

What Suggestions Are Available For The Decision-making Model Used By The Advisory Council; And What Is The Role Of The Principal In The Model?

One tool recommended for use by advisory councils (and those who work with councils) is a model by which action issues are fed in, acted upon, communicated to others, and carried out. Strange as it may seem, there are few functional models found in schools, models that clearly define processes and procedures.

The model should be a chart, diagram, schema--anything that illustrates to users how an issue is processed. Schools having a void in this important area often find people confused about the mechanistic procedure through which an action issue progresses.

Nearly everyone at one time or another has seen a chart depicting how a law moves through Congress--with the appropriate options open to those exerting their prerogative checks and balances. Something similar to this is needed for advisory committees. Members of the committee should be able to articulate the system (model) and the ramifications of same.

The "model" section in the ACSA publication, Shared Decision Making [10] points out salient features to consider when building such a model. Essentially five different questions are raised, and answers need to be found for the questions. There are no "givens" as far as answers are concerned. Different schools--because of different needs and resources--will have different models evolve. By raising the same questions, the following schools have generated quite different models (copies of the respective models have been available from the individual schools):

- Bacich Elementary School, Kentfield School District
- Vanden High School, Travis Unified School District
- Kennedy Junior High School, Cupertino School District

The five questions are:

1. What is the purpose of the advisory group?
   Is the group advisory, decision-making or a combination of the two?
2. How shall members of the advisory group be chosen?
   Elected?
   Selected?
   Volunteer?
   How shall the chairperson and recorder be chosen?
3. What processes for decision-making shall be used?
   Shall the Roberts Rules of Order govern meetings?

There is considerable evidence suggesting this procedure is too complicated to be used by advisory groups. If this procedure isn't used, what other options are available?

How can the advisory group learn needed skills?

4. How can advisory council recommendations be communicated?
   How can the advisory council make certain appropriate parties "get the message"?
   How can accountability and follow-up responsibility be assured?
5. How can the council work be assessed?
   How can the council actually practice what the model defines?
   How can the results of decisions be evaluated for their benefits?

After these questions have been answered, the role of the principal in the model

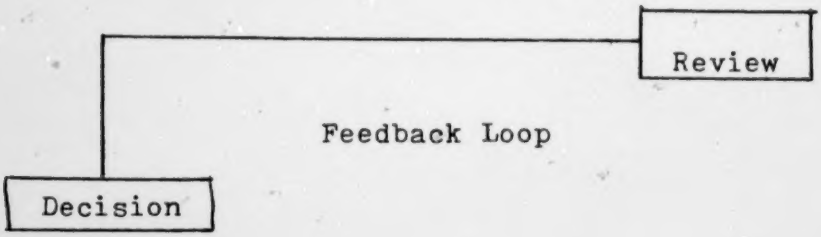
must be given serious attention. The following alternatives have been tried and executed with success. Alternative #1; the principal in an ex-officio member of the advisory group providing useful input used by the committee to arrive at a conclusion. In this model the principal retains veto power. At least theoretically, veto power is seldom necessary.

Alternative #2; the principal is a voting member of the group, arguing as strongly as possible for one position or another, but carrying the same voting power as any other member of the council. This model is practiced less frequently than alternative #1.

Alternative #3 is used even less often than #1 or #2, but there are examples of this approach that have worked well. In this alternative, the principal offers input, but assumes the responsibility for carrying out (facilitating) whatever decisions are reached by the council.

Whichever alternative is chosen, both the principal and the advisory council should be aware of the choice in advance of the work they do.

Let's take a look at one other feature of an effective working model. This feature has to do with what is called a "feedback loop"--as illustrated below.




As can be seen from the chart, the feedback loop begins when a decision has been made. At the time the decision is reached, a date is established when the decision will be reviewed. The review covers these concerns:

1. Was the decision a good one that should be retained?
2. Was the decision a bad one that should be modified or changed?
3. Was the decision a good one that got sabotaged because those charged with implementing it were not responsible in their actions?

This latter point is especially critical. Unquestionably, not every decision will have the total support of all those concerned. With this in mind, then, every effort needs to be made to gain trust and support from all involved--to give any decision a chance to work. This can be accomplished, at least partially, when people realize each decision of significance will be reanalyzed for possible impact. Try it, you might like it, is the general principle emphasized here.

Once the decision is reviewed, appropriate action can be taken. Based on empirical evidence, there are many instances where those who have been opposed initally have grown to give strong support to a particular decision; likewise, there have been many examples where decisions have been changed and/or modified when the review process called for modification.

Too often advisory councils believe they lack sufficient information on which to base their decisions. Seldom is there <u>all</u> the information available on which to base a decision--and because this information is unavailable, the wheels tend to

spin in the mud. Or the opposite happens; any decision reached seems to be chopped into granite never to be changed. Education may be more guilty of this than some other decision-making groups in our society. The review loop concept for instance, comes from a medical model for decision-making. Incidentally, educators are (contrary to public opinion) statistically better decision-makers than many people involved in business. (Business often looks better in the statistics, but poor decision-makers in business aren't included in the statistics; they have gone out of business.)

Build the review loop into the model and learn to use it.

What Process Skills Do I Need To Have To Help The Advisory Council Function More Effectively And Efficiently?

The school administrator needs to know a variety of process skills; moreover, the principal needs to teach process skills to members of the advisory council, along with the knowledge of the advantages and disadvantages of the processes.

As a bare minimum, principals need to know the majority ballot process, the concensus process, the brainstorming process, the prioritizing process, and the force field process. Before taking on any problem, the advisory council should agree on a process for getting at an answer. The procedureal steps are as follows:

- What process shall we use to reach an answer to the problem?
- What is the problem being addressed?

The time to teach the processes is not when the committee is into solving very heavy issues; learning should take place at a time when the people involved can learn in a safe environment and when the stakes aren't particularly high.

In the next few pages, specific examples will be offered to show how processes can be taught. One point here: it is often extremely difficult for an individual to be a facilitator and at the same time be a participant. Many schools have found it especially helpful to call upon outside help to work with their advisory council. Some districts, for instance, make certain all principals are familiar with the processes. A principal from one school works as a facilitator at a different school --while a trade-off is possible when the first principal acts as a facilitator at the other school. This is a practice worth considering.

Nearly everyone is familiar with the majority-ballot process. When this procedure is used, a simple majority rules the decision. Nearly all studies of changes in school operation, however, have shown that simple majority votes are hardly powerful enough to bring about much significant change. If only slightly more than half of the people involved are in favor of a decision, there isn't enough support for the decision to really make it workable. Most authorities believe a plurality of about eighty per cent is needed to make certain a decision has a reasonably good chance to succeed.

On the other hand, some advisory councils have attempted to proceed on the basis of total consensus; that is, they believe everyone in the group must agree before a position is taken. There are ways to arrive at consensus decisions--and there are advantages and disadvantages to the process. Try the following exercise to see what the benefits and problems are.

> Exercise: Have about seven or eight people sit in a circle and give them the following directions:
>
> "We are going to get consensus out of this group by having each member agree on one decision. The problem we are going to address is that of painting one of the walls in this room a different color. There are certain guidelines we need to use in our process. First, advocacy will not be allowed. That is, no one may give an explanation of why s/he thinks the wall should be a particular color. Second, we will agree on only one color rather than a mixture of colors. Third, any person may pass when it is that person's time to provide input."

Have the first person on the left offer a color and proceed around the circle taking input from each of the participants. Proceed around the circle for a minimum of three times. (By this time, participants have generally polarized around two or

three colors. Introduce a new guide by asking:

"Is ___(color)___ unacceptable to anyone in the group?"

Do this for each color. If anyone says a particular color is unacceptable, that color is no longer available for consideration. Continue with the same procedure around the group. After proceeding for a couple of additional turns, introduce another guide by saying:

"Is there anyone in the group who really doesn't care what color we paint the wall? If your answer is 'you don't care', you are giving up your choice to the other members of the group."

Permit those who don't care to drop out of the group; they have abdicated their choice to the other members. Continue with the original procedure, pausing occasionally to eliminate those colors unacceptable to any single member in the group. Sooner or later a consensus will be reached. Let the participants analyze what happened in the setting and look at the advantages and disadvantages of the process.

What Are The Advantages And Disadvantages?

Participants should identify the following as potential advantages:

- A decision was reached, sooner or later.
- All people participated in the decision-making. (Often advisory committees make decisions and then members wander out into the hall to discuss how bad the decision was--even though they as individuals offered no input before the decision was made.)
- There was an opportunity to save face. (People did not have to argue endlessly when the choice they offered was unacceptable because the guidelines for the process eliminated unacceptable offerings.)
- People had the opportunity to piggy-back off of ideas offered by other members of the group.

Participants should identify the following as potential disadvantages:

- There were a number of compromises made. (Any time there is a consensus, there is a good possibility movement will be made away from any kind of risky decision. This movement or compromise is necessary to obtain 100 per cent agreement.)
- Any single person is as strong or stronger than all other members of the group--because if any one person says a color is unacceptable s/he controls the group.
- The process is likely to take considerable time on heavy topics. (This may not be a total disadvantage because there is evidence to suggest some decisions take more time to undo than to achieve, when bad decisions have been reached.)

There will likely be some poeple in the group who will think the process can be used simply on yes/no matters, not on heavier issues. Ain't necessarily so! In one school, consensus is used to determine staff salaries--and that is a low level Maslow hierarachy need, e.g., security and fiscal support. In another school, the process was used to determine a mascot for the athletic teams. This was a junior high school with more than 450 students. The action took place in a school gymnasium; the process took longer than five hours to complete. For both decisions, the process used was agreed upon as being the best approach that could be taken. Incidentally, in the junior high school example, only thirteen youngsters said they "didn't care" when asked. These students gave up their vote to other members of the student body.

The wall-painting episode is a low-risk example. The point is to teach the process, not to worry so much about the actual painting of the wall. People need to know the guides for any process selected so they can decide if that is the method they want to use to reach an answer to their problem.

This exercise helps to point out, again, why consensus may be too costly while the majority ballot is too powerless.

Another process advisory members ought to be knowledgeable about and able to use is the brainstorming process. As with other problem-solving processes, there are guidelines to follow--and as with other processes, there are advantages and disadvantages.

The one major guide to remember is the "no killer statement" rule. This means any idea is acceptable--no matter how far out--when brainstorming is used. Some people, acting as facilitators for brainstorming, use a little bell or whistle to signal when a killer statement is given. Examples of killer statements include comments like:

- We tried that before and it didn't work.
- It cost too much money.
- We don't have enough space.
- They won't let us.
- It's against policy.

Laughing at someone's idea is also a killer. Laughter tends to reduce the quantity and quality of spontaneous contributions because the shy person will presume his/her ideas aren't especially valuable. When this happens, really creative ideas can be eliminated before they are put on the table.

To prepare people to brainstorm, the following exercise is useful.

Exercise: Set a three minute time limit and see how many different possibilities can be generated for this problem. Say to the participants:

> "Imagine there are two traincar loads of ping-pong balls cut in half. What use could you make of them?"

Quickly put a hash mark on the chalk board or on butcher paper and tally the number of ideas given. Sooner or later someone will make an outrageous suggestion and everyone else will bust-up laughing. That's the time to ring the bell or blow the whistle. Point out:

> "The ding-a-ling (or whistle) wasn't for the statement, the bell was dinged to show your laughter was a killer. Remember when you were in school and wanted to raise your hand to ask a question, but didn't--because you knew the person in the next row would think the question dumb? The same thing can happen when brainstorming; the podium must be left open for all possibilities."

People are very quick to learn process guides for brainstorming. After the exercise has been completed, take a few minutes to analyze the advantages and disadvantages of the process.

What Are The Advantages And Disadvantages?

Participants should identify the following advantages:

- A lot of ideas can be generated quickly.
- People have the opportunity to piggy-back new ideas off of one another.
- Everyone can participate.
- Killer statements are alleviated.
- The process is fun.

Participants should identify the following disadvantages:

- Even with the opportunity, not all people will participate.
- There may be many ideas given, but there isn't anything to guarantee quality.
- Some people who are creative and imaginative may not be able to think of quality ideas on the spur of the moment.
- Brainstorming does not permit time for forceful verbal proponents to put their ideas to the group.

There are many times when brainstorming can be put to good use; the advisory council needs to try the process periodically to see how it fits with the members' operational styles.

Once ideas have been brainstormed, there is usually a need to select those suggestions which appear to best resolve the question. Usually, not all members of a group will agree on the top suggestion(s). To get some feeling about where members of the group are coming from, the Advocacy Process is useful. This process, too, has guides which make it functional.

The advocacy approach was used very effectively by Senator Sam during the Watergate hearings. Essentially, the advocacy process sets aside a given period of time during which an individual may: advocate a particular position, rebut another person's argument, ask for clarification. Any person may talk as often as s/he wishes, as long as at least one other person is given the opportunity to interject thoughts.

An interesting phenomenon happens when people are given a specified amount of time to make their pitch. Ninety-four per cent of the Congress people during the Watergate hearings yielded part of their time to colleagues. Invariably when a time limit is set, people use less than the allotted amount, no matter what time is available. If ten minutes for advocacy is allowed, people use seven minutes to express themselves; if thirty seconds is established as the limit, people use twenty-five seconds. Just human nature?

Practice the advocacy process by using the philosophic principles (referred to earlier in this document) giving people an opportunity to speak for or against a particular principle.

Note: There is one rather delicate guide to remember when using the advocacy process--this has to do with combining two or more ideas into a single item. When brainstorming is used, there is a good possibility some suggestions will be very

similar to others in the list. When it is time to prioritize the list, there may be a chance for some top priority items to be eliminated if votes are spread among four or five somewhat similar suggestions. To avoid this at the time of advocacy, see if there items that should be combined. The procedure for doing this is to get agreement from the people who offered the ideas; if they will not agree to combine the ideas, then the ideas should stand alone. Check the following example.

1. Positive School Climate
2. Basic Skills
3. Bilingual Education
4. Shared Decision-Making
5. High Self-Esteem

Imagine there is someone in the group who believes 1 and 5 are the same. The facilitator should ask the person suggesting 1 if it is acceptable to put 1 under 5 (or vice-versa). The facilitator would also ask the presentor of 5 if it is acceptable to put 1 under 5 (or vice-versa). Only when the two people agree is the combination legitimate.

What Are The Advantages And Disadvantages Of This Process?

Participants should be able to identify the following advantages:

- Verbal diarrhea is reduced (especially bothersome when some members of the group talk endlessly wearing down other members of the committee).
- Most people tend to participate.
- The meeting moves fairly quickly toward closure.
- Time is allotted for both advocacy and rebuttal--and clarification.

Participants should also be able to identify the following disadvantages:

- Some of the more powerful presentors may be neutralized because they do not have adequate time to present their case.
- Some shy members in the group may be hesitant about advocating anything they don't like, particularly when going out on a limb by themselves.

Again, if this process is chosen, members of the group need to know the guides before deciding it is the route they wish to travel.

One process skill needed by nearly every advisory council is that of prioritizing, i.e., having a method by which options can be ranked according to their importance. There are many prioritizing techniques--only one will be expanded here. The process under discussion is called the "Spend-a-Buck" prioritizing system.

The process is used generally after people have had an opportunity to advocate their positions relative to brainstormed ideas. The guides to follow are straight-forward. Each person in the group has $1.00 to spend; the dollar can be spent in any fashion desired; e.g., the entire $1.00 can be put on one item

or 50¢ can be placed on two items, or 25¢ can be placed on four items, etc.

After each person has Spent-a-Buck, the totals are tallied and a cumulative score for each item is obtained. Items receiving the highest point totals are the top priorities in the listing. A particular listing looks, frequently, like the illustration that follows:

| | | Total | |
|---|---|---|---|
| 1. | 100, 25, 10, 50, 60 | 245 | II |
| 2. | 25 | 25 | |
| 3. | | 0 | |
| 4. | 100, 100, 50, 50, 50, 50, 50 | 450 | I |
| 5. | 10, 10, 20 | 40 | |
| 6. | | 0 | |

As can be seen, item 4 is priority I and item 1 is priority II. Invariably, there will be items brainstormed and advocated, but when the prioritizing is completed, some items will receive no support. This doesn't mean the omitted items are unimportant--sample means when compared with others on the list, people chose not to include them.

The Spend-a-Buck process is an excellent technique for finding out where people agree--and where is little agreement.

What Are The Advantages And Disadvantages?

People who use the Spend-a-Buck process should be able to identify the following advantages:

- Process is reasonably quick.
- Everyone is able to participate.
- Relative power of each item can be assessed by observing how much support each item receives.
- Reduces verbal, long-winded exchanges.
- Helps everyone involved take a public stance--often important for building trust in a group.

People who use the Spend-a-Buck process should be able to identify the following disadvantages:

- Occasionally someone will feel very strongly about an issue and that item will not receive very much group support.
- Isn't very useful when there is an exceptionally large participant group involved.

Each of the preceding processes helps advisory councils know what needs to be done. The next big question obviously is "how?" Perhaps the best process for getting at the "how" is the Force Field Analysis. This process is used by people who believe any problem is resolvable--assuming that people involved are willing to take on the pain inherent in the resolution of the problem.

ACSA, through Project Leadership, has prepared a Presentors Guide on the topic--Problem Solving, Force Field. Because this source goes into great depth on the procedure, little further explanation is appropriate here. There are, however, a couple of points about the process which seem worthy of elaboration.

First, some people believe the task is finished when they have identified the constraining forces; this is not accurate. Once the constraints are identified (the right column on the illustration below), there is a need to identify those constraints that are "causes" and those that are "effects".

QUESTION OR PROBLEM

| + | - |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

Energies need to be put on causes; this is where significant change can happen. Look below:

A. B.

In illustration A, it is obvious energies put into one effect will still leave much to be done. If resources are put into correcting the cause (illustration B), however, the effects of that cause are automatically eliminated. Since the resources of time, energy, and effort are so scarce, attacking causal factors has greater pay-off.

There are times when groups are unable to distinguish between the proverbial chicken and egg ( cause and effect). When this is the case, presume the item is a cause--deal with it as a cause. For any simple problem area, there may be as few as one, but usually no more than four or five causes. It's easier to cope with five causes than five causes and fifteen effects. Take time to work on this distinction; frequently this step in the force field process is the one most often overlooked--and the most difficult step to learn.

Following the identification of causes, the group needs to brainstorm potential solutions; then they need to determine (prioritize) which solution will likely have greatest benefits. Next is the step that is #2 in the "overlooked" category. It's at this juncture that people fail to achieve closure unless two additional questions are answered:

- Who will accept the responsibility for action?
- When will the action happen?

There is a tendency for groups to say, "We'll all do it." This is a built-in guarantee that no one will do it. Have a definite person responsible, and determine a reasonable timeline when that person will get a report back to the group.

What Are The Advantages And Disadvantages?

People should be able to identify the following advantages:

- Many other process skills can be used in conjunction with the force field, e.g., brainstorming, Spend-a-Buck, advocacy.
- Many people can be included in the process.
- Causes rather than effects can be scrutinized.
- Reasons for solving the problem (benefits) can be considered as well as constraining forces.
- Any problem is resolvable with this process (even though people may not wish to solve the problem when they realize the "costs" that might be involved).

People should also be able to identify the following disadvantages:

- The process is somewhat complicated and, therefore, difficult to learn (practice is definitely required!)
- The process is inadequate unless total closure, i.e., who is going to do what when, is determined.
- May take considerable time to complete (again, complex problems require complex solutions).

There are other process skills that can and should be learned and practiced. For example, the Delphi Techniques* is a process perfected by NASA; educators ought to know how to use it, especially when handling large quantities of data. The 1-3-6 system is another tool administrators should be familiar with, especially when working with very large groups of people (over 100). This document does not go into elaborate detail on these process skills. Hopefully, the advisory council will realize the need for more and more tools and will continue to search for effective approaches. Undoubtedly, the site administrator, or some outside facilitator, will need to be instrumental in getting these skills transferred to users.

In Retrospect

- Process skills are needed.
- Skills can be learned.
- People need to know the guidelines governing the use of selected process skills.
- Skills should be practiced before using them.
- New members to the group should be oriented to use the skills.
- All skills have advantages and disadvantages.

*Delphi Technique Presentors Guide is available from the ACSA Norwalk Office; Suite 209, 12440 Firestone Blvd., Norwalk, CA 95060.

What Procedures Are Effective For Communicating Results Of Decisions Made By The Advisory Council?

If advisory councils invest the time and thoughtfulness to come to conclusions in their deliberations, they need to make certain their results are communicated to other appropriate person or groups. There is probably no best way to do this, but one successful practice is outlined below. Let's begin the communication at the time a recommendation is reached.

First, before ever leaving the room, take time to write the recommendation on the chalk board and/or piece of butcher paper so all members of the advisory council can see it. (Many administrators have had the experience of thinking a decision was made, have printed minutes of the meeting only then to find (usually the next day) too many people exclaiming, "That isn't what we decided." The reason to overcome this sort of problem is obvious.

Once the recommendation has been agreed upon, think about communicating it to other audiences not present at the hearings. The form illustrated below can be considered.

COMMUNICATION FORM

Decision:

What issues were considered prior to the time the decision was made?

What is expected from those who will be responsible for carrying out the decision?

When will the decision be reviewed?

---

(Tear Off)

COMMENTS:

_____

Signature

Note the elements of the form and how they fit.

The decision (the same one written on the chalk board and/or butcher paper) is written at the top of the form. Because many people who read the communication document will not have the benefit of sitting in on the deliberations, it is important for them to know what kinds of things were considered prior to the time the decision was reached. Invest the time to describe some of the points covered before the group acted. Let those responsible for receiving the communication, as well as those responsible for carrying out the action, know what is expected from them. Finally, indicate on the communication form the date when the decision will be reviewed (this goes back to the notion of the feedback loop mentioned earlier).

The bottom portion of the sheet is a tear-off portion. When received, the person or group with whom the council is communicating can initial or sign the bottom portion letting the council know the information was received. Hopefully, there will be some statement in the comment portion of the document letting the council know what is happening with the advice/decision.

Perhaps the most important concept in the form is the concept of two-way communication. That is, not only is the advisory council sending a message, but the council is also expecting some sort of feedback. Keeping the lines of communication open is considered one of the most important, yet difficult, tasks by those who have been both successful and unsuccessful when working with advisory councils. Certainly, no one is likely to continue working on an advisory council if s/he feels nothing is happening with the results of the deliberations.

What Constraints Work Against The Effectiveness Of The Council And What, As Principal, Can I Do About Them?

Some of the major constraints have already been mentioned. For example, there are certain difficulties involved when working with low-income people. There may be difficulties involved when working with individuals who have differing philosophic positions in relation to education purposes. There may be difficulties related to ignorance about the process skills that are so important. There may be difficulties with open communication. Each of these problems can be overcome; they have been in many schools and school districts throughout the United States.

There are additional constraints, however, that have not been mentioned. There are ways to overcome these rather onerous problems as well.

One constraint often not considered is the personality of the principal and/or the leadership style of the principal. Students of administrative style are aware that principals have certain rather consistent modes of operation, even though on occasions there are deviations away from the mode. For instance, some principals work most effectively with a shared decision-making style; others are more comfortable when they are calling the shots. There are advisory councils that look for and expect each of these styles, depending upon local circumstances. It's a good idea for principals to find out what role expectations are held for them-- and then to do a personal values analysis to ascertain whether their operational styles are consistent with what is expected by council members.

Another problem that causes difficulty is the problem of transiency. No sooner does the principal believe the council is beginning to come along, that trust is beginning to grow between the members of the group, that decisions can be reached reasonably, effectively, and efficiently, then one or more members of the council move or leave the group for one reason or another. This transiency causes new members to come on the committee; the group dynamics development of trust, caring, and understanding must start again. Anytime a single member of the group leaves, the dynamics of the group changes. Maintaining the group is an important leadership skill--and there is considerable investment of time and sensitivity involved in this chore. A helpful hint is--be patient.

There is probably no time when the principal and/or the group will "arrive." There is a need for constant movement toward perfection even though the ideal may never be reached. There will be times, indeed, when the principal will have visions of three steps forward and four steps back--this is all part of the learning process and should be anticipated.

We have much to learn when working with advisory councils; they are here to stay and we as educators will meet our challenge.

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APPENDIX A

BUDGET SIMULATION EXERCISE

To the Leader

"The Budget" simulation exercise is played by (preferably) eight (8) participants. Each participant has a specific role to fulfill; these roles are spelled out on the pages which follow. The eight roles are:

1. Principal
2. Teacher and representative of the teacher council
3. Art teacher
4. Parent and chairperson of the council
5. Parent and PTA president
6. Community representative
7. Student and student body president
8. School board member

The leader should make certain a complete set of game materials is available for each group. (Should there be fewer than eight people, eliminate the art teacher's role and/or the board member's role.) Make certain each person has a copy of the budget page, a copy of the game guidelines, and his/her specific role.

When the exercise is completed, process the questions at the end of the material.

"THE BUDGET"

A Simulation in Participatory Decision-Making

Situation: Senate Bill 90 has passed. The Buena Vista High School Advisory Council is meeting to advise on how new funds will be used in next year's program. The Council represents diverse interests. There is a principal, two teachers, two parents, a community representative, a student, and a school board member.

The time is the present. The attached page shows a budget for this year. The budget is for the 9th grade only (not the whole school--for purposes of simulation). This year's budget is $80,000 for the 9th grade. The committee's job is to recommend the addition of $10,000 to this budget for next year. You may cut existing program allocations if you wish, and you may add programs. You may change goal statements. However, you may not expend more than $90,000.

Other data: Total number of students in the 9th grade: 100 (this year and next).

Per pupil cost: $800.

If any other data are needed for your decisions, make assumptions.

The chairperson for your group is Mr. Kraftie, parent.

Your group has 45 minutes to solve its problem. Good Luck!

Members of the Council:

Ms. Joan Mittle, Principal
Mr. Bob Strong, Teacher and Representative of the Teacher Council
Ms. Ardy Turndon, Art Teacher
Mr. Ed Kraftie, Parent and Chairperson of the Council
Mr. Tom Hardy, Community Representative
Ms. Janie Black, Parent and PTA President
Ellie Kidd, Student and Student Body President
Mr. John Leader, School Board Member

This exercise is adapted from: Robert C. Horn, "Participative Decision-Making: A Simulation." Information Resources Inc., P.O. Box 493, Lexington, Mass. 02173. The source is not only recommended for the exercise, but also because it includes a most concise set of instructions (and bibliography) on how to "build" simulations.

ROLE #1

ROLE DESCRIPTION

Ms. Joan Mittle, Principal

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to your role.

You would like to see the school have better community relations and community involvement. Some indicators are:

- decrease the incidence of pregnancy among students.
- decrease the amount of drug use.
- decrease the amount of vandalism in the neighborhood.
- increase the number of college bound.

The school did not meet its goals of 80% student advance this year. The actual figures were:

| | |
|---|---|
| Math | 72% |
| English | 41% |
| Social Studies | 58% |
| College Bound | 65% |

You are relatively open, wanting everyone to have his or her opinion incorporated into the final decision. However, you are convinced that your job depends upon making the 80% listed above for next year.

ROLE #2

ROLE DESCRIPTION

Mr. Bob Strong, Teacher and Representative
of the Teacher Council

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to your role.

You want smaller classes. Thirty students is too many.

Teachers want to have time off to take courses to improve their skills.

The facilities for the math and science teachers are so much better than those for others that conflict arises.

Above all, you represent the interests of the faculty!

ROLE #3

ROLE DESCRIPTION

Ms. Ardy Turndon, Art Teacher

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to your role.

You want things changed in the school. You would like an "alternative school" established within Buena Vista.

You are opposed to "performance evaulation" because "we really can't measure the important things" (e.g., pupil attitudes, self concept).

The arts are underfinanced.

ROLE #4

ROLE DESCRIPTION

Mr. Ed Kraftie, Parent and Chairperson of the Council

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to the role.

Above all, you want the Council to work well. You want it to be "democratic."

Personally, you feel that the school should take on an expanded role: involving the community in decision-making; taking responsibility for drug, sex, and political education; and extending education outward from the campus to the community.

You are sympathetic to the problem of school people.

ROLE #5

ROLE DESCRIPTION

Ms. Janie Black, Parent and PTA President

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to the role.

You are anxious for your son to get into a good college and into medical school.

There are many students in the school who will not go on to college, and you feel that they should be prepared to enter the world of work upon graduation.

The general feeling in the PTA is that the homes should be responsible for education directly related to the values of the students, like sex, drugs, and health.

ROLE #6

ROLE DESCRIPTION

Mr. Tom Hardy, Community Representative

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to the role.

You are concerned about the growing element of the student body which is experimenting with drugs.

Your best friend's daughter got pregnant last year. You would like to see the school do something about student morals.

You are anxious to eliminate the frills from the curriculum. You learned from books. Why do the students today need a $3,000 leased computer to learn math?

You believe that schools should be run like businesses.

ROLE #7

ROLE DESCRIPTION

Ellie Kidd, Student and Student Body President

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to the role.

Not all the students in the school will go on to college. They should be prepared to go into the world of work, if that is their goal, at graduation.

The students should be prepared to do the work in the better colleges if they wish.

Some students strongly and vocally oppose having sex education in the school. Others find it their only source of reliable information.

Some kids question why there is so much emphasis upon interschool athletics when they don't benefit from them.

ROLE #8

ROLE DESCRIPTION

Mr. John Leader, School Board Member

Below is your role description. Please study the interests of your role and try to represent your role as responsibly as possible. Use your best judgment and bring all of the good will you can to the role.

You want to get re-elected. This depends on your pleasing the taxpayers and parents of your district by representing their interests in this group. Although you realize that objective tests cannot measure all the goals of the school, you know that the school is judged externally on the basis of objective test performance. You hold the principal directly responsible for the school's poor performance this year and you expect him to hold teachers responsible for their performance, also.

BUDGET

The costs below include teacher salaries, books, equipment and supplies, and administrative overhead. Like many school budgets, teacher salary composes approximately 80% of costs. 180 school days.

| NO. | SUBJECT AND GOAL | NO. OF STUD. HRS. | NO. OF TEACH. HRS. | COST THIS YEAR | COST NEXT YEAR |
|---|---|---|---|---|---|
| 1 | 80% of the students in the class will advance one grade-level in reading skills and English language knowledge as measured by a standard test. | 90,000 | 3,000 | $15,000 | ____ |
| 2a | 80% of the students will advance one grade level in math (algebra) as measured by a standard test. | 90,000 | 3,000 | $20,000 | ____ |
| 2b | 95% of the students will "like" math as well at the end of the year as they did when they entered as measured by attitude questionaires, homework done, etc. | | | | |
| 3 | 80% of the students will advance one grade level in biology as measured by a school developed test. | 60,000 | 2,000 | $14,000 | ____ |
| 4 | 80% of the students will show the ability to examine social issues critically as indicated by a school developed test. | 90,000 | 3,000 | $14,000 | ____ |
| 5 | All students will be provided with education on tobacco, alcohol, and narcotics. Effectiveness measured by sampling the tobacco and alcohol purchases at local stores and narcotics by several indicators, e.g. reported use, arrests, anonymous questionaires, etc. | 22,500 | 750 | $ 4,000 | ____ |
| 6 | All students will be provided with a comprehensive family living course including sex education. Effectiveness will be estimated by the number of unwanted pregnancies reported among school-age girls, VD reports sampling of local medical community, etc. | 22,500 | 750 | $ 5,000 | ____ |

| NO. | SUBJECT AND GOAL | NO. OF STUD. HRS. | NO. OF TEACH. HRS. | COST THIS YEAR | COST NEXT YEAR |
|---|---|---|---|---|---|
| 7 | All students will be provided with an exposure to art forms by two field trips to city art museums and an audio-visual course in art appreciation. | 22,500 | 750 | $ 1,500 | ____ |
| 8 | 80% will rank above 50 percentile on President's physical fitness scale. | 22,500 | 750 | $ 6,500 | ____ |
| | | | | | $90,000 |

## PROCESS QUESTIONS

During the simulation game, "Budget", the leader may wish to use the check list below to help identify some of the problem areas the group may be having making decisions.

1. Do members of the group talk without thinking or respond to others without listening to what the previous person had to say?
2. Are interests of the members too parochial--to the point that the best interest of students are not served?
3. Is there a systematic procedure for problem solving followed?
4. Do individuals within the group get off on tangents that are counter-productive?
5. Is "trust" established?
6. Is agreement ever reached on how the decision (whatever it is) will be made?
7. Do members of the group use available information and data for coming to a decision?
8. Does the leader of the group keep the discussion centered?
9. Does the leader periodically synthesize those points where agreement is reached?
10. Was the student heard?
11. Did some people dominate the group?